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ABSTRACT

The Adult Learning Program Service (ALPS) is proposed by the Corporation for Public Broadcasting. It is an effort to involve public television in providing needed educational services to adults who have never completed high school but who have at least a sixth-grade reading level capability. STRIVE is the first in a series of projects. Its objectives are: (1) to improve adults' skills for solving practical problems of living; (2) to improve adults' abilities to achieve their own goals; (3) to improve their reading effectiveness; (4) to deepen their understanding of mathematics; and (5) to attract them to continuing learning. Included are statistical data drawn from the U. S. Census and from the Bureau of Labor Statistics. A partial list of general characteristics of STRIVE potential audiences and the programs' aims and formats are presented. (LS)

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SUMMARY OF PROJECT STRIVE

The First in a Series of Programs in the

Corporation for Public Broadcasting's

Adult Learning Program Service (ALPS)

4/15/72

AC 012 733

Summary of Project STRIVE

PREAMBLE:

The Corporation for Public Broadcasting proposes to create the Adult Learning Program Service (ALPS) to do a ten-year series of projects for adults. STRIVE, the working title of the first of these projects, is dedicated to providing useful information and education to adults who have attended but never completed high school.

Project Goals: To enable adults to become more confident through a greater competence in managing their lives, and to become more committed to pursuing learning.

Project Objectives:

1) To improve adults' skills for solving practical problems of living

* Increase their effectiveness in solving family problems, including:

** Resolution of marital strains
** Bringing up children
** Relating to parents, relatives, and in-laws
** Managing the family's finances
** Finding a new job, or changing jobs
** Using leisure time
** Planning for retirement
** Determining how to choose a college for one's children

* Amplify their awareness of how to obtain family services

** Obtaining public and private health services
** Seeking appropriate types of insurance coverage
** Exercising rights as tenant or property owner
** Understanding and using appropriate welfare services
** Making use of legal assistance, public or private, for drawing up wills and legal documents

* Fxpand their capacity as consumers

** Understanding existing laws and regulations applicable to the role of the consumer and his rights and responsibilities
** Making most effective use of available markets
** Identifying and evaluating consumer organizations

** Knowing and appraising alternate mechanisms for buying on credit
** Learning methods for conducting their own tests of items
** Learning about the ways of contributing to the improvement of goods and services

* Improve their skills in managing a career

** Achieving better relationships with fellow employees and supervisors
** Finding a new job, or changing jobs
** Gaining a full understanding of the benefits and the responsibilities of union membership

* Increase their participation in the community

** Becoming involved in comprehending, assessing, and seeking solutions for, problems of the local schools
** Joining or initiating efforts to improve conditions in a block, neighborhood, or section of the community
** Acquiring a knowledge of how to set up neighborhood organizations to meet contemporary objectives
** Sharing in appropriate volunteer tasks and services aimed at building and stabilizing community
** Identifying access routes to elected and appointed officials in other-than-local governments
** Coping with community institutions such as the courts, police, etc.

2) <u>To improve adults' abilities to achieve their own goals</u>

* Deepen their self-understanding

** Identifying clearly the elements of their self-interest
** Determining their respective needs to achieve, i.e., improve; to have impact and influence; and to affiliate, i.e., establish and maintain sociable relations with others

* Strengthen their ability to identify their own goals

** Relating these to the individual's actual status and stature
** Relating them to the needs and goals of others in the family unit

* Increase their understanding of how to move toward newly perceived, personal goals

** Setting specific goals rather than general goals
** Recognizing moderately risky goals from easy or unrealistic ones

** Setting a timetable to space deadlines and measure progress toward achievement
** Definition of measurements to ascertain achievement

3) To improve their reading effectiveness

* Expand their awareness of the importance of reading

** Relating reading to their life style
** Relating reading to their performance on the job, or as a participant in the community

* Build on their existing ability to decode

** Confirm this facility by using examples designed at above 6th-Grade level, but employing vocabulary and situations relevant to the adult

* Strengthen their capacity for understanding concepts

** Identifying, in words and sentences, concepts well known by the adult
** Adding new concepts, relating them to the context of the adult's world

* Increase their vocabulary

** Identifying meanings of words used regularly in public communications, journalistic writing, marketing, sports
** Introducing words from less familiar areas, e.g., medicine, economics, industry, the world of culture

* Heighten their enjoyment in reading

** Using as illustrations magazines and texts with which they are already familiar, e.g., tabloid papers, Ebony, Reader's Digest
** Presenting additional materials that have particular pertinence to their interests as adults, e.g., sports stories; comic book formats of extended length; humorous stories involving real-life men and women; but also, for those who may be interested, some of the classics of recent literature ("Death of a Salesman")

4) To deepen their understanding of mathematics

* Increase their confidence in use of numbers

** Identifying the extent of their existing knowledge of number relationships and use

* Establish their awareness that math is a way of thinking

** Offering specific processes which are directly related to mathematical thinking but manifest no traditional number uses e.g., the consumer's trained perceptions of different geometric shapes, weights, and volumes

* Encourage their comprehension by participation

** Demonstrating, for emulation by the viewer, such math-related activities as puzzles, illusions, approximations, and game strategies.
** Showing how the adult can solve new problems based on understanding basic solutions and strategies
** Introducing such mathematical methods as binary search strategy in terms of familiar examples, e.g., recipes for cooking contrasted to the ancestral, intuitive methods; tic-tac-toe; and an airplane pilot's check list.

5) <u>To attract them to continuing learning</u>

* Relate this prospect to the risks of vocational obsolescence and the erosion of personal effectiveness

** Identifying, through examples, the disappearance of job types, along with creation of new ones requiring retraining
** Portraying the shifting character of life styles among the several generations and the kindred need for periodic, personal reorientations.

* Emphasize the range of benefits accruing from further learning

** Specifying, with tact, the enhancements, including increased self-esteem, improved effectiveness with peers, better opportunities for advancement, greater capability for being an active and responsible citizen

* Underscore the enduring satisfactions of learning

** Offering peer examples of an individual's continuing self-development
** Enjoyment potential (programs will be attractive and innovative)

* Itemize ways in which learning can be continued

** Describing those options and facilities, either for home or institutionally based study, about which many adults may have little information

** Proposing self-study regimens appropriate for an individual piqued by renewed interest in reading and math

STRIVE Demographics

The following data was drawn from the U.S. Census March, 1971 and from the Bureau of Labor Statistics

Total STRIVE population.....8.1 million (4% of total US population)

SEX
- Female STRIVE.....4.5 million (56% of total STRIVE)
- Male STRIVE.....3.6 million (44% of total STRIVE)

RACE
- White STRIVE.....6.5 million (81% of total STRIVE)
- Black STRIVE.....1.5 million (18% of total STRIVE)
- Non-white/Non-black STRIVE.....100 thousand (1% of total STRIVE)

REGION
- STRIVE in Northeast US.....1.9 million (23% of total STRIVE)
- STRIVE in Mid-East, Mid-West US...2.3 million (28% of total STRIVE)
- STRIVE in South US.....2.7 million (34% of total STRIVE)
- STRIVE in Western US.....1.2 million (15% of total STRIVE)

METRO/NON-METRO
- STRIVE in Metro Areas.....5.1 million (63% of total STRIVE)
- Central City - STRIVE.....2.4 million (30% of total STRIVE)
- Metro Ring STRIVE.....2.7 million (33% of total STRIVE)
- STRIVE in Non-Metro Areas.....3.0 million (37% of total STRIVE)
- Non-Farm STRIVE.....2.7 million (34% of total STRIVE)
- Farm STRIVE.....300 thousand (3% of total STRIVE)

EMPLOYED/UNEMPLOYED (MEN AND WOMEN) (Partially BLS)

Employed STRIVE are 8% of total Employed Adults 25-64.

- Employed STRIVE.....5 million (62% of total STRIVE)
  - Female Employed STRIVE.....1.8 million (23% of total STRIVE)
  - Male Employed STRIVE.....3.1 million (39% of total STRIVE)

Unemployed STRIVE..400 thousand (8% of STRIVE labor force; 6% of total STRIVE)

Female Unemployed STRIVE.....200 thousand (10% of STRIVE female labor force; 3% of total STRIVE)

Male Unemployed
STRIVE.....200 thousand (7% of STRIVE male labor force; 4% of total STRIVE)

White Unemployed STRIVE.....300 thousand (8% of STRIVE white labor force; 4% of total STRIVE)

Non-White Unemployed STRIVE.100 thousand (10% of STRIVE n/w labor force; 2% of total STRIVE)

Not in Labor Force.....3.1 million (38% of total STRIVE)
Female STRIVE not in labor force.2.5 million (31% of total STRIVE)
Male STRIVE not in labor force...300 thousand (4% of total STRIVE)
Unknown not in labor force.....300 thousand

OCCUPATION

(%'s are % of STRIVE in an occupation among 25-64 year olds in same occupation group)

	Male	Female	Total (M&F)
White Collar			
Professional, Technical	49 thou (1%)	37 thou (1%)	86 thou (1%)
Managers	290thou (4%)	59 thou (1%)	349thou (5%)
Clerical	141thou (2%)	328thou (4%)	459thou (5%)
Sales Workers	90thou (3%)	12 thou (3%)	202thou (6%)
			1,096thou (25% of total employed STRIVE)
Blue Collar			
Craftsmen, Foremen	941thou (11%)	80 thou (1%)	1 million (12%)
Operatives	430thou (4%)	567thou (6%)	1 million (10%)
Service Workers	255thou (4%)	632thou (9%)	887 thou (12%)
Laborers	291thou (13%)	33 thou (1%)	324 thou (14%)
			3,211 thou (72% of total employed STRIVE)
Farm			
Managers	48 thou (4%)	5 thou (1%)	53 thou (4%)
Laborers, Foremen	48 thou (7%)	29 thou (4%)	77 thou (12%)
			130 thou (3% of total employed STRIVE)

INCOME (STRIVE MEN ONLY)

Under $3,000.....400 thousand (11% of total STRIVE men)
$3,000 - 6,000.....800 thousand (23% of total STRIVE men)
$6,000 -10,000.....1.6 million (44% of total STRIVE men)
$10,000 and up.....800 thousand (22% of total STRIVE men)

POVERTY LEVEL

($3,968 - non farm family of four)
($2,776 - farm family of four)

13% of all STRIVE persons have incomes below the poverty level
7% of the STRIVE heads of households have incomes below the poverty level

STRIVE AUDIENCE CHARACTERISTICS

A partial list of general characteristic trends taken from Harris, Opinion Research, Gallup and Slurzberg Studies commissioned by ALPS.

EDUCATION:

The STRIVE group is more dissatisfied with their education than the total U.S. population.

Rather than stating flatly "no, I'm not satisfied" the STRIVE group chose instead the indicator "I wish I had gone further." So the dissatisfaction statement really indicates that they are now sorry they did not complete their education in the past.

The STRIVE group indicated barriers to continuing their education were (in order):

1) Money (meaning somehow there would be a chance in their financial situation - not just the tuition and books costs).
2) Lack of self-confidence
3) Lack of time

When asked what benefits they might get out of continuing their education the STRIVE audience ranked the benefits in exactly the same order as the general population, but in every case the number of STRIVE people mentioning the item was 5 to 10 percentile points above the number of mentions from the general population.

The ranking of benefits listed by STRIVE people were:

1) Get a better paying job/more money
2) Learn a specific skill or trade
3) Get a better/easier job

JOB/EMPLOYMENT:

When asked whether they were satisfied with certain aspects of their job or not, the STRIVE group listed the following (in descending order by the number of responses) as the job elements that they were most dissatisfied with:

1) Money earned
2) Opportunity for promotion

The three types of dissatisfactions indicate an alienation with aspects of their work that has little to do with the job task.

Over 40% of STRIVE people are members of labor unions. Half of those STRIVE people who are union menbers said their union has some education programs.

WORRIES

When asked to choose which of several items had been sources of worry for them in the past week, the STRIVE group listed the following (in ranked order with highest number of responses listed first):

1) Money
2) Getting ahead, being successful
3) Understanding changes taking place in the world

In the general population the same items were in the top three ranks, but the second and third categories were switched.

"Reading well," "Working with Figures," and "Getting a High School Diploma" were last in the list of worries, with very few respondents choosing them.

Between the top-rated worries and the bottom-rated worries were a set of responses that indicates STRIVE people are quite concerned about effectively communicating with other individuals and with institutions. This cue combined with the third-rated "understanding changes taking place in the world" shows that the STRIVE group has a great concern with communications in the sense of being understood and understanding things. For STRIVE Blacks the communications problem also includes reading difficulties because more of that group rated "being able to read well" as a worry.

ATTITUDES

Well over half of the STRIVE group feel powerless in their ability to make things happen, to change things around them.

There is high morale among the STRIVE group.

Well over half of the STRIVE group feel an alienation, a confusion about the thirgs going on in the world.

The STRIVE group does not feel victimized, resentful of their lot in life.

More of the STRIVE people do not enjoy their work.

Only a small percentage of the STRIVE population feels as though things are hopeless.

About a third of the STRIVE group feel a sense of normlessness, anomie, have no guidelines to rely on in living.

A high number of the STRIVE group lack self-confidence.

Most STRIVE people like immediate gratification, like immediate results from something that happens.

In a recent paper on this subject Dr. Harold Mendelsohn of the University of Denver postulated that there may be three sub-groups in the STRIVE population that describe the stability of life style. The three groups are:

* Aspirers - A group oriented to "getting ahead" but find themselves blocked by lack of education, skills, finances, etc. Highly motivated.

* Copers - A group who feels they do not have satisfactory status, but try to make the best of a bad situation.

* Resigned - A group relatively resigned to their own situation and resistant to "change", "improvement", or "progress".

Among the STRIVE population a rough estimate of the distribution of these three sub-groups is:

Aspirers - 45%
Copers - 28%
Resigned - 10%
(Unknown - 17%)

By comparison a rough estimate of the same sub-groups in the general population is:

Aspirers - 48%
Copers - 14%
Resigned - 16%
(Unknown - 22%)

THE STRIVE PROGRAMS:

* STRIVE will seek to respond to audience needs through public TV and radio programs. The series must be supplemented by text materials and personal services. For cassette and single-concept units, programs would be appropriately adapted.
* The series will be produced in existing public broadcasting facilities. They will be submitted for distribution to the public TV and radio networks, either for national or local option scheduling.
* These program series are presently planned:

1) A general-purpose TV series of 35 hour-long programs.

AIMS: Motivate adults to focus and then seek their own goals;
Offer clues for solving practical problems of life;
Present challenging educational concepts;
Attract viewers to learning.

FORMAT: Suggested units (1-15:00 long) for magazine program:
Host(s) continuing from week to week
Guest star spots (like Johnny Cash)
Learning capsules
Servicecaster (services now available to viewer)
Location visits to ordinary people who are in some way outstanding
Serial story (problem solving in life situation)
Sports spots
Local cutaway

2) A special-purpose TV series of 30 half-hour units

AIM: Present basic concepts in reading and mathematics capitalizing on the viewer's existing knowledge and relating the concepts to the adult's daily life;

FORMAT: It will be shaped within the first four months of STRIVE'S proposed Phase III. Innovation and appeal will be accented, and didacticism minimized.

3) An inventory of short radio features.

AIMS: Present options for solving practical problems of life;
Illuminate the life and status of the worker;
Present news affecting working people's lives;
Increase the adult's involvement in the community;

FORMAT: Suggested units for short (5:00) features:
Explanation of the way things work (machines, democratic process, etc.)
Job emphasis segments (audience members recorded in work environment)
News from the perspective of STRIVE audience (how things will affect them)
Consumer information and family living problems
National call-in with key resource person to answer questions

4) Local TV and radio programs keyed to national series.

AIM: Present local references to information and options cited in national series and thus make the entire project more directly meaningful to the adult. (CPB would offer partial funding for local units.)

COMMUNITY USE:

Elements of the tentative plan:

1) Local Coordinator in each community to prepare and sensitize area for STRIVE, establish relationships with organizations and viewers.
2) Regional Coordinators to train and update Local Coordinators and tie together STRIVE efforts among states.
3) Continuing workshops to train key personnel.
4) Guidebooks to instruct Station Managers, Coordinators, and community volunteers in adapting and distributing STRIVE materials.
5) Group viewing of STRIVE to be organized locally.
6) Viewer handbooks giving instructions for feedback, viewing groups, and practice problems for program content.
7) Viewer incentives such as premiums, prizes, and emulation projects.
8) Information flow between communities and the local and national STRIVE offices.

* National and local advertising, promotion and publicity materials are planned to create an awareness of STRIVE materials.

TIMETABLE:

* If STRIVE is approved, its further development will follow this approximate schedule:

Summer 1972	- Refinement of objectives; assignment of production task forces; completion of Community Use planning
Fall 1972	- Production and evaluation of program segments, Community Use elements
Winter 1972-73	- Production, evaluation, revision and final testing of pilot programs; Community Use workshops
Spring 1973	- Start of full production; intensification of local Community Use activities
Fall-Winter 1973-74	- Initial broadcasts of TV and radio materials

ERIC Clearinghouse
AUG 8 1972
on Adult Education

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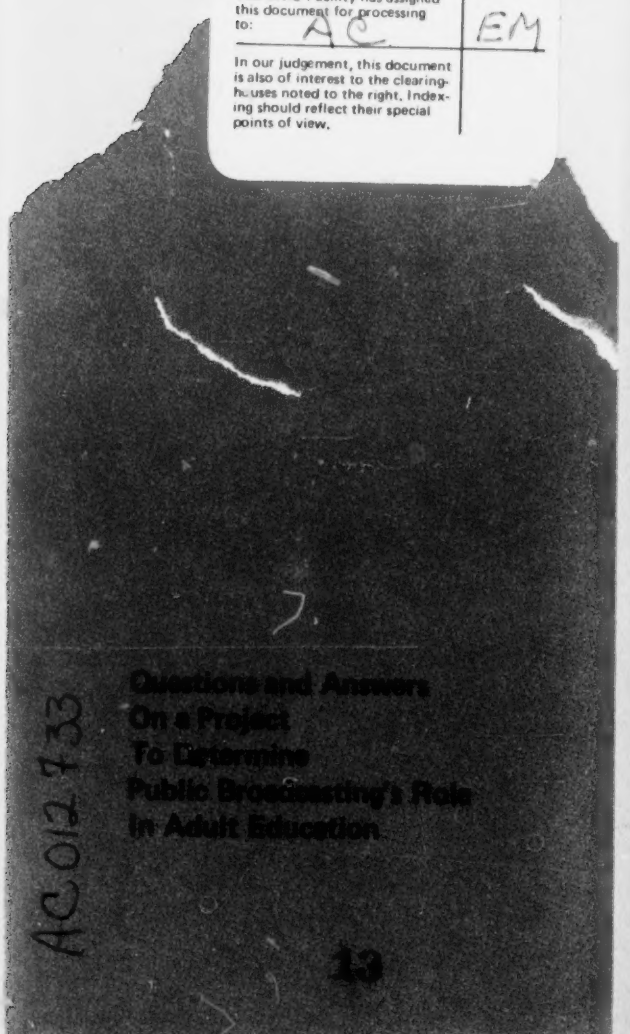

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Questions and Answers On a Project To Determine Public Broadcasting's Role in Adult Education

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Q. **What is ALPS?**

A. ALPS is an acronym for Adult Learning Program Service, the working title for a proposal now in the research stage at the Corporation for Public Broadcasting. It is an effort to involve public television in providing needed educational services to adults who have never completed high school but who have at least a sixth-grade reading level capability.

Q. **Why does public television want to enter adult education?**

A. Public television has been in adult education for some time, but generally with a low priority. There have been some successes in preparing adults for a high school equivalency exam through program series, and a number of individual stations have distinguished themselves with specific adult educational programs. However, we believe consideration should be given to a national, substantive approach to adult education by public broadcasting that would include GED preparation as one of a number of goals.

In early 1970, CPB commissioned a study by the International Council on Educational Development. In response to the question of how CPB might aid and promote the development of radio and television in education, ICED reported. "There are practically no nationally organized systems of instruction to prepare for the examinations that lead to (high school equivalency) certificates. Our recommendation to the Corporation is that it assist in providing the missing piece: high-quality preparatory instruction through TV and radio courses for those seeking high school equivalency diplomas."

The initiation of ALPS is a significant expansion of this original recommendation.

Q. **Does the need for high school level programming exist?**

A. On the surface, it would appear to be a startlingly unmet need. There are 109 million adults in the nation. Of these, 49 million, or 45 per cent, have never finished high school. Some 30 million persons have no high school education and 19 million have one to three years of high school education.

Although stories abound of the high school dropout who goes on in H. L. Hunt fashion to make millions, the fact is that many, many persons who fail to get through high school have cut themselves out of a vast number of jobs that require the diploma and have at the same time prevented the continuation of their education on the college level.

The ICED report to the Corporation noted: "We do know that without access to education and training, there are millions – not only workers, but returning veterans, young dropouts, women – who are living in the bleak world of 'no exit' economically and socially."

Q. **Do they want to finish high school?**

A. A critical question, and one to which we are currently seeking an answer through an extensive research effort that will include talking with dropouts to find what it would take, what 'rewards' would have to be offered to make them want to make the personal effort.

In every state, with varying degrees of ease of access, there are currently ways for adults to obtain their high school diploma. However, the fact is that very few make use of these means.

Questions of the power of motivation were asked about television involvement in early childhood education four years ago. Now there is "Sesame Street," and the irrefutable evidence is that it has had a significant effect on the children who watch the program. This raises the question in our minds of whether or not the quality of television presentation might not lead the

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viewer (in whatever target audience) toward fulfillment of the goal. We will be conducting our research with the belief that the medium has the proven capacity for the excellence which will be required.

Q. Whom do you see as the target audience for such an effort?

A. Our research so far indicates that the primary target audience would be men and women who are between 25 and 44 years of age. There are about 8.5 million Americans in this age group who lack a high school diploma. We anticipate, however, people younger and older than the stated range would be interested.

Q. What efforts has CPB made to date to move into the ALPS program?

A. Through the spring of 1971, the staff of CPB developed alternative recommendations which were presented to the Board of Directors. The CPB board authorized the staff to proceed to explore ways in which public broadcasting might be of greater service to the citizen who had not completed high school. Over the summer, the staff conducted interviews with a total of 106 authorities, spanning education, broadcasting and industry and labor, among others. Then, during the first three days of August, a seminar was held to get the detailed views of 44 persons from diverse fields. The participants reached general agreement on a number of points and recommended the following to the Corporation:

1. Undertake an adult learning project at a level above basic literacy.
2. Place the content emphasis on reading and math skills, in a context directly related to an individual's job, home and life style.
3. Preparation for successfully completing the General Educational Development (GED) Test should be *one* goal of the project, but other goals and rewards must be elements.
4. Research of the audience—intensive, detailed and revealing in its conclusions—must be undertaken early in the project.
5. Open broadcasting would be only one of the methods of transmitting a final program series. Cassettes, cable television, written materials, films and, most important, person-to-person contact must be included in the utilization plan.
6. This can't simply involve a professor on the screen and the student in his living room. The project must enter the learner's life through established educational institutions and organizations, through neighborhood groups and centers, through unions and social organizations.
7. Motivating the potential learner is critical. The project absolutely must develop components that will motivate the potential learners.
8. Curriculum research must be undertaken with an eye toward using the final materials which will be created throughout the nation. Also, local station-produced modules will be one goal beyond national modules. The choice of when and how to use the modules will lie with the local station.
9. In the early stages of the ALPS project, attention must be given to a long-range projection—to the determining of who will be involved in developing, producing and managing parts of the project at the start and also several years into an on-going series of programs.
10. Planning and preparation of the materials to be used must be a careful effort; the minimum time needed was suggested to be almost 18 months, meaning *no program would be ready for public showing before the fall of 1973.*

Q. Is CPB following these recommendations?

A. Yes, particularly in research. In early September the Corporation entered the second phase of our consideration of ALPS. The Phase Two period, to extend through March 1, 1972, has four specific research elements:

- Audience research will concentrate on field sessions to determine the aspirations, educational experiences and radio and television habits of individuals and groups.
- Curriculum research will aim to delineate full specification and educational objectives in reading and math.
- Motivation research will consider *why* a potential learner would be interested in getting involved. The opportunities for self-satisfaction, employment progress and occupational flexibility will be considered on their own merits and in the context of the GED test.
- Market research will encompass a review of what educational services a community ought to possess in order to implement ALPS with effectiveness, including the potential for personal counseling, tutoring and follow-up.

Q. Since you want to stay away from televising professors covered with chalk dust, what sort of program presentation do you see evolving?

A. Although detailed answers await the result of our research, it is a safe bet that we can learn a tremendous amount from the preeminent success of "Sesame Street." This isn't to suggest Big Bird with a larger vocabulary. Rather, it is to say that the Children's Television Workshop has scored a breakthrough in television learning techniques and that anyone getting into telemedia education cannot ignore the trails they have blazed. In every conceivable and appropriate way, the contect of the material would be the adult's job, home and life style. For example, in reading, we would lean toward the sports page over James Fenimore Cooper, in mathematics we would be less concerned with apples and oranges and more with the monthly rent and prices at the supermarket.

Q. Who is involved in ALPS?

A. In addition to the consultants whose contribution has already been noted, the ALPS staff, headed by Robert D. B. Carlisle, CPB Director of Educational Projects, is establishing three advisory councils to extend consultation for all the Phase Two activities. A Concept Council, a Curriculum Council and a Marketing and Motivation Council will be formed. Of varying sizes, each of the Councils will work together with the CPB staff and paid consultants in the particular areas of consideration.

Q. And after Phase Two?

A. That depends on the results of the research. We will have gathered significant research findings on an area of adult education. We will have specific data on the need for such a project, the best methods of approaching the project and the potential for its success. By March 1, 1972, we will be prepared to advise the CPB Board on whether the need we already know exists can in a meaningful way be met by public broadcasting. If the Board determines the project should move forward, the following activities would be undertaken: (1) curriculum design, (2) initial casting for talent, (3) production of pilot program elements, (4) field research of these units on the target audience, and (5) necessary revisions – and an acceleration of marketing and utilization design.

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tailed answers await the result rch, it is a safe bet that we can endous amount from the pre- cess of "Sesame Street." This ggest Big Bird with a larger Rather, it is to say that the levision Workshop has scored a in television learning tech- that anyone getting into tele- tion cannot ignore the trails they have blazed. In every conceivable and appropriate way, the contect of the material would be the adult's job, home and life style. For example, in reading, we would lean toward the sports page over James Fenimore Cooper, in mathematics we would be less concerned with apples and oranges and more with the monthly rent and prices at the supermarket.

Q. Who is involved in ALPS?

A. In addition to the consultants whose contribution has already been noted, the ALPS staff, headed by Robert D. B. Carlisle, CPB Director of Educational Projects, is establishing three advisory councils to extend consultation for all the Phase Two activities. A Concept Council, a Curriculum Council and a Marketing and Motivation Council will be formed. Of varying sizes, each of the Councils will work together with the CPB staff and paid consultants in the particular areas of consideration.

Q. And after Phase Two?

A. That depends on the results of the research. We will have gathered significant research findings on an area of adult education. We will have specific data on the need for such a project, the best methods of approaching the project and the potential for its success. By March 1, 1972, we will be prepared to advise the CPB Board on whether the need we already know exists can in a meaningful way be met by public broadcasting. If the Board determines the project should move forward, the following activities would be undertaken: (1) curriculum design, (2) initial casting for talent, (3) production of pilot program elements, (4) field research of these units on the target audience, and (5) necessary revisions – and an acceleration of marketing and utilization design.

Q. How much money is involved?

A. If this project reaches the proportions which the need would seem to indicate, millions of dollars will be needed. The multi-media approach and the involvement of public television stations and local entities within communities is a massive concept– but perhaps one which is needed, given the size of the task. At this point, the Corporation for Public Broadcasting has allocated $300,000 covering the work through the end of Phase Two. The bulk of this money is being spent on the audience research efforts.

Because of the magnitude of the funds which will be needed if the project moves into later stages, the possibility of private sector support for segments of the instruction will need to be considered if the project does in fact move past Phase Two.

Q. What are the prospects that ALPS will be successfully carried out?

A. At this point–before the research findings are in–we frankly don't know. But because the need is so great, we think there should be a commitment by public broadcasting to adult learning in some form or another. Whether it will be called ALPS, with the thrusts which now seem called for, will be known only after our research. We do know that it would be folly to plunge into some sort of project without doing the most thorough kind of research, and we do intend to exert every effort possible to try to insure success.

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on Adult Education

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